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ABSTRACT

A conference was held for college presidents, student work supervisors, and students who are involved in student-work programs. Attending the conference were representatives of the following colleges: Alice Lloyd College, Pippa Passes, Kentucky; Berea College, Berea, Kentucky; Berry College, Mount Berry, Georgia; Bethune-Cookman College, Daytona Beach, Florida; Blackburn College, Carlinville, Illinois; Bluffton College, Bluffton, Ohio; Le Moyne-Owen College, Memphis, Tennessee; Oakwood College, Huntsville, Alabama; Tuskeegee Institute, Tuskeegee, Alabama; and Warren Wilson College, Swannanoa, North Carolina. During the course of the conference, representatives from each of these institutions presented definition papers in which they discussed the history of their colleges' work experience and work-study programs, means for supporting the programs, individuals and groups involved in the programs, and factors responsible for the programs' success. (Appended to the conference report are the texts of the 10 definition papers presented at the conference.) (MN)

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ED227262

Report on
Student Work Programs Leadership Conference
at Berry College

October 4 and 5, 1982

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Office of the President

December 1, 1982

Greetings from Berry College!

In 1902, Martha Berry began a successful educational experiment in Georgia. She believed that young people would be best prepared for life if their education incorporated high academic standards and supervised work experience in a supportive Christian community.

The institution she founded is known today as Berry College. Holding fast to the principles of its founder, Berry is a center for study, work, and worship with an enrollment of 1,521 students from 28 states and many foreign countries.

In October, 1982, Berry hosted a conference on college student work programs. Eight colleges that are leading proponents of on-campus student work programs were invited to send representatives, along with two colleges interested in expanding their student work programs. The conference was made possible by a grant from The Charles Stewart Mott Foundation.

We verified again that America's work ethic is alive and well on the college campuses represented at the conference and that students at other colleges want to work. The conference report and definition papers from the participating colleges give an exciting overview for the reader interested in learning about the opportunities and challenges of comprehensive college student work programs.

Copies of this document are available upon request.

Sincerely,

Gloria Shatto

Gloria Shatto
President

Participant Colleges
College Student Work Programs Leadership Conference
Berry College
Mount Berry, Georgia
October 4-5, 1982

	Affiliation and/or Support	President	Date Founded	Type of Work Program
Alice Lloyd College Pippa Passes, KY	Independent	Jerry C. Davis	1923	Mandatory
Berea College Berea, KY	Independent	Willis D. Weatherford	1855	Mandatory
Berry College Mount Berry, GA	Independent	Gloria Shatto	1902	Voluntary
Bethune-Cookman College Daytona Beach, FL	United Methodist Church	Oswald P. Bronson	1904	Voluntary
Blackburn College Carlinville, IL	Presbyterian Church	William Denman	1837	Mandatory
Bluffton College Bluffton, OH	Mennonite Church	Elmer Neufeld	1899	Voluntary
LeMoyne-Owen College Memphis, TN	United Church of Christ	Walter L. Walker	1870	Mandatory
Oakwood College Huntsville, AL	Seventh-Day Adventist Church	Calvin B. Rock	1896	Voluntary
Tuskegee Institute Tuskegee, AL	Independent	Benjamin F. Payton	1881	Voluntary
Warren Wilson College Swannanoa, NC	Presbyterian Church	Reuben A. Holden	1894	Mandatory

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Report on

STUDENT WORK PROGRAMS LEADERSHIP CONFERENCE

at

BERRY COLLEGE
MOUNT BERRY, GEORGIA

OCTOBER 4 and 5, 1982

Funded by

THE CHARLES STEWART MOTT FOUNDATION

Written by
Maxine Rock
370 Valley Green Drive
Atlanta, Georgia 30342
(404) 252-9249

THE CONFERENCE

Work is the way we tend the world. It is not punishment, but a reward for competence; it is not merely a way to make a living, but a way to really live.

This heartfelt philosophy brought college presidents, student work supervisors, and students together at the first Student Work Programs Leadership Conference at Berry College near Rome, Georgia, on October 4 and 5, 1982. Forty eight people immersed themselves in the two-day program, and when it was over every major participant begged for more. They came away with the shared conviction--this time backed by peer reports--that students in college work programs learn more about life than non-workers, grow up faster, probably make better grades, and are more equipped upon graduation to face the world and joyfully participate in our democratic society.

Ten colleges came to the conference. They were Alice Lloyd and Berea, both in Kentucky; Berry; Bethune-Cookman, in Florida; Blackburn, in Illinois; Bluffton, in Ohio; LeMoyne-Owen, in Tennessee; Oakwood and Tuskegee Institute, both in Alabama; and Warren Wilson, in North Carolina.

The makeup, location, and "personality" of these colleges turned out to be potentially important factors in the success of their student work programs. They're self-confident schools with ambitious students and a grim but cheerful awareness that they can't expect much help from the

present tight-fisted federal government. For this reason the schools will probably rely more and more on student work as a way to make ends meet.

The smallest school participating in the conference was Alice Lloyd, with 483 students. Tuskegee was the largest, with 3,569 students. The other schools all have between 502 and 1,534 students. Alice Lloyd, Berea, Berry, and Tuskegee list themselves as "independent." The others are church-affiliated. Alice Lloyd, Berea, Blackburn, LeMoyne-Owen, and Warren Wilson have mandatory work programs, which means their students must work as a condition of enrollment. Berry, Bluffton, and Oakwood's work programs are voluntary. Bethune-Cookman and Tuskegee don't have full-scale work programs but are seriously interested in the idea, and representatives from these two schools raised one of the toughest questions at the conference: is it better to have a "must work" or a "can work" program? This is a critical issue for schools thinking of establishing a work program, or expanding the one they already have. And, like almost every other question that came up at the conference, there was no easy answer.

HISTORY

Some of the ways to find potential answers, however, might be unearthed in the history of work study programs at these schools. In the definition papers prepared for the conference, all the colleges said their programs began as a way

to help poor students finance their own education. Once money prodded the programs into existence, many schools found other reasons for mixing work and learning in a hearty educational brew. The programs became an ethic, not just a way to make money.

Alice Lloyd's program started with the college itself, in 1923, and soon became part of the school's philosophy to promote the work ethic.

At Berea, student labor has been a part of campus life since 1859; it is the heart of the school's financial aid program and central to the economics of the college.

Work as a way of life is built into the fabric and philosophy of Berry. It has been that way ever since the school's strong-willed founder, Martha Berry, warned students in 1902 that "Anyone who won't work, won't eat." Nobody has to work at Berry, but most students willingly trade necessary labor for education, and the work ethic is evident everywhere on campus.

The work-study program at Bethune-Cookman is comparatively new. It started in 1965 with an 80 per cent federal grant. Work-aid is a separate but related program at the school, financed entirely by the college for on-campus employment.

Blackburn's work program was established in 1913, and at first it was managed by paid professionals. In the early days this program was just another way to help finance an education. But as the idea evolved, work turned into an

educational experience of its own at Blackburn, and now the program is managed by students.

At Bluffton, students have constituted a major work force on campus for 82 years. Although student work is considered essential to the school, work isn't seen as part of the school's philosophy.

LeMoyne-Owen introduced an optional work program in 1971 as a way to give students a realistic look at the working world. In 1975 the program became mandatory, and now every student has to put in a part of his college time on an off-campus job that relates directly to his field of study.

At Oakwood, which became a senior college in 1943, nearly 90 per cent of the students work on campus, and ten per cent hold off-campus jobs. Students are encouraged to work not only as a way to help finance their educations, but as a way to learn "the dignity of labor."

Although work has been available to students at Tuskegee since 1935, a full-scale work program isn't part of the college's philosophy. There is keen interest in formal work programs at the school, and its representatives were lively conference participants. Tuskegee does have an active apprenticeship program, and about 70 per cent of its students have some sort of work experience before graduating.

At Warren Wilson, all full-time resident students work, and it's been that way since the college was founded in 1894. There are 81 work crews on campus, and the school sees

itself as a community where each member is required to contribute to the general upkeep.

As each college grew, its work program matured. Some of the approaches to work at the various colleges are similar, but no two programs are the same. One of the strongest themes at the conference was that work programs must be tailored to each school's individual needs. Although a "wish list" of ideal characteristics for a work program was drawn up by the college presidents, they all knew it would be unwise--and probably impossible--to set up an "ideal" program and force schools to fit the mold.

PROGRAM LABELS

Because the programs, philosophies, and methods of operation differ, no two schools meant the same thing when they talked about their student work arrangements. It became necessary to sort through and label the different kinds of programs. Conference observer Professor Howard R. Bowen of the Claremont Graduate School in Claremont, California, did that when he set out five different ways of thinking about, and thus defining, the functions of work programs.

There are two basic types of work programs, said Dr. Bowen. One type is merely an economic tool; the school helps students get jobs, either on-or off-campus, so they can scrape together money to pay tuition. The other type of program is a philosophical commitment to work as a part of the educational

process itself. The school makes work a part of its reason for existence, and work programs assume as much importance--and formality--as the academic curriculum.

With these two basic types in mind, it is possible to categorize work programs as 1) campus jobs for students, with no ideology involved 2) off-campus jobs for students with no ideology involved except, perhaps, a feeling that it's helpful to be exposed to the real world of work before you choose a career 3) work-study programs within the school, encompassing the ideology that there are important educational values connected to work 4) cooperative education, where the school tries to find jobs for students by negotiating with outside businesses for those jobs and 5) compulsory work programs, which depend heavily on the ideology of work as a necessary part of the educational experience.

The definitions are purposely listed at random, to make sure no judgemental value is placed on them. Everyone at the conference agreed there are no "good" or "bad" types of programs. The essential task is to find and implement the one that best fits the needs of the school.

WHAT ABOUT MONEY?

One basic, pressing, and ever-present college need is money. Work programs are one way to help satisfy this need, but the programs aren't overwhelmingly profitable. Students at the conference were quick to point out that young,

inexperienced workers make more mistakes, need more adult supervision, and sometimes produce less than desirable results on the job. All this makes student workers less economical than hiring "pros."

The presidents agreed, adding that student work programs demand some elaborate support systems. These might include classes in management skills; some method to train students in handling money; counseling to cope with on-the-job stress; a payment procedure that satisfies students without draining the college; and a vigorous on-campus communication system to keep students, faculty, and parents informed and excited about the program.

This is expensive. And, to add to the problem, the work program supervisors pointed out that constant student turnover on the job further reduces cost effectiveness.

How, then, do work programs make money? All in all, they do pay off. They allow schools to replace expensive full-time professionals with inexpensive student labor. Some highly-paid permanent workers are necessary, of course, but they serve two roles: as workers, and as teachers of work. One full-time school carpenter, for example, can teach a ten-person student crew right on the job, working as he does so. The dual role is sometimes a strain, and conference participants told some sad tales about full-timers who resented the teaching role, or students who complained that good workers aren't necessarily good teachers, too.

It is possible, however, to cultivate and maintain a small staff of full-timers who are good at their trade, and who also enjoy teaching it to students. Other types of employees will not find a place on the student work college campus. Nobody advocated firing loyal workers to implement a program. Instead, schools wanting to substitute students for regular staff would rely on retirement and other natural, gradual means of change.

Perhaps the most important way in which student work programs make money is to attract and hold the attention of contributors such as individuals who believe strongly in teaching the work ethic; corporations; and foundations. Individual gifts have contributed greatly to Berry's growth, for example, and the school invests time and energy in cultivating individual loyalty. The notion of students helping themselves through college is also appealing to business-people, who are weary of the immature, irresponsible image of past generations. Corporations are thus likely to be generous with work-oriented colleges. Conference observer Hollye Hudson, who is a program assistant for the Charles Stewart Mott Foundation in Flint, Michigan, said foundations like the one she represents are attracted to self-help schools, and more inclined to look for ways to reward such ambition. The Mott Foundation provided funds for the conference, and many of the colleges agreed that individual contributions, corporation money, and some foundation grants are becoming more and more important as a way to fund work programs.

That type of private funding is increasingly on the minds of college presidents who realize that federal money is drying up. In the past, several colleges at the conference relied heavily on federal College Work Study Program (CWSP) grants. Berry, for example, has $198,530 in CWSP funds. But the college suspected federal belt-tightening long ago, and shifted its attention to foundation funds, endowment earnings, and alumni and other individual gifts. That's where most of Berry's $1,272,916 student payroll comes from now, and Berry president Dr. Gloria Shatto urged other colleges to make a similar shift.

College work programs are also a powerful recruiting tool. The availability of a job lures students to campus, and tends to keep them there. The students are glad to have an opportunity to build an experience resume that impresses prospective employers. And, by drawing the student into campus life through his job, the work program spurs loyalty that lasts long after graduation. Alumni gifts are the happy result. At Berry, for example, one grateful former student recently donated a theatre; the school's stable and horse-training complex was the gift of another alumnus. And parents are generally thrilled by--and generous toward--schools which help impart work-fostered maturity to their offspring. David Rodwell, Berry's vice president for development, told conference participants that one worried father begged the school to let his son come in advance for a summer of work training. The father was more than willing to pay Berry, said

Mr. Rodwell, because "There was no other way for the boy to learn to work."

An important part of learning to work is getting paid, and accepting responsibility for handling the money. Students who attended the conference admitted that wage scales and methods of payment were probably <u>their</u> top priorities. After two days of thinking and talking about the problem, the students agreed they wanted "real world wages." That means they felt cheated by anything less than minimum pay.

The <u>way</u> they got paid was almost as important to students as <u>how much</u>. Most students said they wanted to see some cash in hand, and be left alone to decide how to spend it. If some money was held back by the school--to pay tuition, or in exchange for room and board--students said they'd feel better if they could see the exact figures, on paper, so they'd develop a healthy appreciation of just where the money was going. Yes, they agreed, giving cash to students carried with it a danger that the student might decide to blow his paycheck on a Friday night bash instead of paying tuition. In that case, the student would get a quick and blunt lesson in the consequences of poor money management. He or she would owe money to the school which might have to be paid back with interest; be forced to quit school for a while; have to put in overtime at work; or ask the school's help in making other arrangements. Money counseling would thus probably become part of every student work program.

Every time student payment was mentioned at the conference, philosophy came up, too. Everyone agreed that in creating a student work program, college officials must make a hard and fast decision about the role of money--and they must stick to that decision. Is the program's purpose to save money? Is it to learn about work? Or is it to perform both functions? That primary decision will shape the entire program, and lead to eventual methods of dealing with all of the above-mentioned money questions.

"CAN WORK" VS. "MUST WORK" PROGRAMS

Dealing with the economics of a student work program leads directly to another primary question. Should the program be mandatory or voluntary? Again, the answer may be found partially in the experience of the conference participants.

Berea, for example, has a mandatory work program. This insures that all of its 1,534 students get work experience. But, said the students, it has a built-in problem. Since work is required, many students simply find the easiest way to meet that requirement; they don't work to learn, but merely to get the job out of the way. Berea officials tried to solve this problem by categorizing jobs and allowing students to work their way "up the ladder." That helped, but another problem popped up: certain jobs, such as computer operator, were seen as "better" than jobs serving

food, or cleaning the halls. So status crept into the system. Freshmen, who get the low-status jobs, do a lot of grumbling.

Blackburn also has a mandatory program. It's a wonderful learning tool for students, noted Roger Carothers, Blackburn's Treasurer and Dean of Administration. But it also works against the school, because some potential students balk at the idea of being forced to work. They refuse to attend, and choose another school.

Berry did have a mandatory program, but shifted to voluntary work to allow some students to accept better-paying jobs off campus, and to better accommodate commuter students. And, said Berry officials at the conference, voluntary labor is more in tune with our society's capitalistic philosophy.

In all, the consensus of conference participants was that voluntary work programs were probably better, and that once a solid work program was established on campus, students would join of their own accord.

IMPORTANT PEOPLE

Whether student work is voluntary or not, important people must be attracted and committed to the program. School officials must court the college's trustees. From the very beginning, trustees should understand and fully appreciate the work program, and get actively involved in its support. It helps greatly if they take the time to visit other schools

with work programs, and use them as a basis of comparison with their own existing or potential program.

It is also essential to have the full and enthusiastic support of the college's president. This was evident at the conference: five presidents carved time from their schedules to attend, and others sent top-ranking officials to represent them. It was strongly suggested that any work program, to succeed, should draw constant information, support, and enthusiasm from the president's office--perhaps in the form of a liaison who reports directly to the president.

Faculty support is also essential. When a work program is created or expanded at any school, the faculty should be heartily encouraged to assist in its birth. Some faculty members balk at work programs, fearing jobs tear students away from their studies. Coaches, orchestra and band leaders, and club advisors also may resent the time students spend on their jobs, thinking it is time taken away from these extra-curricular learning activities. And, professors in a work school are always plagued with scheduling problems; students need at least three free hours at a time to devote to their jobs. That block of time isn't easy to find. Professors at a student work school do struggle with all these problems, so their cooperation must be courted and maintained by school officials if the program is going to thrive.

Parents of students and potential students should be carefully introduced to the good and bad points of any work

program, so they go into it with their eyes open. Parental attitudes will greatly affect student choices and job performance--and make a big difference at fund-raising time.

And, of course, students must be told about the program in a way they can understand and appreciate. They should be told exactly what is expected of them, how the program works, and the philosophy behind the program. Each student who works deserves an exact accounting of how he will be paid and how much. If the school withholds part of a student's pay for room and board, for example, the student can properly ask if he then has a right to complain about poor meals, or a sloppy paint job in his dorm room. And school officials must be prepared with solid, respectful answers.

Above all, students in a work program have to feel that it's all worth while. Sally Warnhoff, a student conference participant from Blackburn, said bluntly, "The most critical thing is to let the student know that his work is <u>important</u>. He must be assured it isn't just 'busy work.' Tell the student over and over that the school can't function without him. It's true."

<u>COMMUNICATE</u>!

The deep, urgent need to communicate to students--and everyone else involved in the work program--came up repeatedly in every conversation. Most conference participants targeted "need to communicate" as their most

pressing goal, and probably as the key factor in the work program's ultimate success. When the school community fully understood the program, shared its goals, and reacted with enthusiasm, problems got solved quickly and the college did well. When students grumbled about assignments because they couldn't figure out what was expected of them, bickering took place between students and supervisors. The faculty looked upon the program with gloom, trustees were indifferent, and the college suffered. Clearly, said conference participants, communication made the difference.

But how does a very "big family"--a college--get the word out to its members, and keep each one up-to-date and feeling content? In a late afternoon president's session, attempts were made to answer that question by listing some essential elements of an "ideal" work program. Each element has a built-in communication factor. Nobody pretended that the ideal exists, or that any college could make it exist. This is the "wish list," however, and it pinpoints some goals for people thinking about work study programs. The list gives us all a mutual target at which to aim.

THE WISH LIST

1) For schools thinking about establishing a student work program, money comes first. And the first point the presidents repeated is that it would be folly to rely on federal funds. Independent funding is a must, and the more

the school can do for itself, the better. Berry, for example, makes money through its tree-cutting operation and by running an excellent day care center for school and community toddlers. If the school has land or other resources like these, the job is somewhat simplified. Otherwise, foundation grants, gifts, and other sources of revenue must be solidly explored.

2) The goals of the work program must clearly match the goals of the school. Is work seen as an education in itself, and thus part of the school's philosophy? It's worth while to spend a good deal of time thinking about these goals and setting them down in writing, so both the school and non-school community knows exactly what is going on. And, the philosophy isn't as important as everyone's understanding of it.

3) Every work program needs a carefully-structured method of training students in leadership and supervisory skills. Young people also need help in learning to cooperate with bosses and peers on the job. It's part of the learning process, and makes the work much more pleasant and efficient.

4) Students also need to learn good work habits, such as dressing properly on the job, showing up on time, and performing consistently and well. These habits will, one hopes, spill over to academic pursuits. Mr. Carothers of Blackburn suggested strongly that this is, indeed, the case. He told conference participants that students at his school

who did well on their jobs were also the ones who did well in getting good grades.

5) There is a need for more concrete information of the sort supplied by Mr. Carothers on the relationship between good job and good academic performance. The ideal student work study program would rest on a solid foundation of hard data. Impartial studies and reliable statistics on the worth of student work programs are more helpful than the most glowing personal recommendations.

6) School officials shouldn't wait until the student is on campus to help him select a job. Incoming students should fill out forms indicating job preference and skills, and officials must abide as much as possible by this advance information in assigning jobs.

7) When seniors graduate, or students change jobs after a year or so, they should be given help in moving to a new position. It's wise to set up a "transition team" to ease the pains of constant turnover.

8) Students should get cash in hand, and/or a written statement on pay, at least twice a month. Complaints about pay have to be taken seriously, and a special counseling team for this purpose is probably a must. The same team, made up of both students and full-time professionals, might serve as a disciplinary board for students who repeatedly disregard job rules or cause trouble.

9) Because scheduling is such a problem at student work colleges, the ideal program would have a clear-cut method

for dealing with the chunks of time that must be carved out to accommodate a student job.

10) Most of all, the ideal program has not only the backing of everyone involved, but a way to make that backing obvious. It doesn't hurt to cultivate a positive school image through articles in newspapers and magazines, radio and television talk shows, and presidential appearances at community functions. A well-run public relations department can pay handsome dividends in the kind of enthusiasm that leads to smooth operations and generous gifts.

MAKING IT HAPPEN

The "wish list" also serves as a list of steps to take in establishing a student work program. For schools just starting out, the crucial steps are to define the type of program you want, make it part of the rationale of the school, develop support, and push hard to integrate the program into the very fabric of the college. For schools thinking of expanding or refining work programs, it helps to list the good and bad points of what you already have, and work from there. Students and student supervisors are most helpful in arriving at an honest evaluation of existing programs, because they work so directly with them on a day-to-day basis.

Once advantages and drawbacks have been clearly defined, it's possible to look for and find the best answers to each individual problem. The answer may be simple, such as

adding to the student's sense of worth by granting work awards or certificates each year, or presenting special diplomas. If the problem is a tough one, such as severe strain between a supervisor and his student team, it may be necessary to apply some equally tough remedies: fire the supervisor; re-educate him or the students; take a closer look at the way supervisors and students evaluate one another to make sure the process is accurate and fair; or initiate a "gripe committee" to hear and deal with such complaints. Some of the problems may be painful, but they must--and usually can--be resolved.

A HAPPY ENDING

Each time a solution is found for any specific work-related problem, there is renewed appreciation for the student work program as a whole. Dr. Bowen made this point when he happily noted that "Everyone in a work program wants to stay in; nobody is thinking of abandoning the idea."

Conference participants agreed that the programs were well worth the time and effort required. The programs appear to be most suited to rural schools, where work opportunities on campus are most abundant. It's better to offer jobs on campus, Dr. Bowen noted, because on-campus jobs pull people together. Off-campus jobs pull them apart.

But no matter how the jobs are offered, or what they are, one point provides a happy ending to the labors of the conference: students are capable of high-quality per-

formance, if adults will give them a chance. College is the perfect place to provide that chance. It's worth taking.

##

APPENDIX

THE WORK-STUDY PROGRAM AT ALICE LLOYD COLLEGE

History: As stated in the College Catalog and in the Faculty/Staff Handbook, the purpose of Alice Lloyd College is to educate mountain people for positions of leadership and service to the mountains. In order for the College to carry out this distinctive purpose, the following objectives were established: (1) to make an Alice Lloyd College education available to qualified mountain students regardless of their financial ability, (2) to offer a high quality academic program, based in the liberal arts and emphasizing the professions, (3) to promote the work ethic through a self-help student work program in which all participate, (4) to provide an atmosphere in which Christian values are maintained, encouraging high personal standards and the development of character, (5) to serve the community and region through appropriate out-reach programs which utilize mountain people helping mountain people, and (6) to produce leaders for Appalachia who possess high moral and ethical values, an attitude of self-reliance, a sense of purpose, and a spirit of service to others.

The Alice Lloyd College Work-Study Program has been in effect since the founding of the College in 1923. From the earliest days, students and their families could ill afford to pay for an education but provided what they could; namely, farm products and their own labor. Alice Lloyd established her own financial aid program that required all students to work. This program provided needed services for the College community and provided students the opportunity to pay for their education.

Soon a philosophy evolved that required every student to work part-time, assisting them in helping pay for their education and also encouraging such qualities as dependability, initiative, self-reliance, and a sense of service to others. This same tradition continues today. All students are required to work a minimum of five hours per week while classes are in session and successful completion of the work obligation is a requirement for graduation.

Operation: The student work program is supervised by the Director of Work-Study who reports to the Dean of the College. The Work-Study Committee is the ten member organizational body of the work program. It is composed of the Director of Work-Study (appointed by the College) and student department heads for each of the nine departments (Campus Maintenance, Library, Student Center/Bookstore, Men's Janitorial, Women's Janitorial, Secretarial/Switchboard, Dining Hall/Kitchen, Resident Advisors, and Intramurals).

The Work-Study Committee meets weekly to discuss the operational aspects of the Work-Study Program. Responsibilities of the Work-Study Committee include: (1) revising and instituting new policies and procedures in the operation of the program, (2) creating new jobs and revamping old jobs to meet the continuing growth and changing demands of the College, (3) making decisions in disciplinary cases and serving as an appeals board for student grievances within the program, and (4) hearing all complaints and suggestions concerning the program made by the College community.

Each department head is responsible for the efficient management and operation of his or her department, and for the students working

in that department. This includes assigning, scheduling, and evaluating student work, weekly recording of hours for all departmental workers, and assessing penalties for work rule violations. Every spring nine new student department heads are chosen and placed in office. The new Work-Study Committee is picked by the Director of Work-Study based on interviews and recommendations from members of the preceding Work-Study Committee. The new Work-Study Committee works closely with the old Committee for a period of one-two weeks then takes over full operation of the program for the final month of the spring semester. Student workers in each department are allowed to evaluate department heads of the old Work-Study Committee on or before the first day of classes for each semester. The job assignment is based on: (1) class schedule, (2) student's preference and special skills, (3) departmental demands, and (4) availability of various jobs remaining after the upperclassmen are given their jobs. Students are assigned positions as freshmen, and usually serve their first year in basic services such as Campus Maintenance, Dining Hall/ Kitchen, Library, and Janitorial. Prior to their arrival on campus, new students fill out qualification forms which are reviewed in making initial labor assignments based on skills and experience. After the freshman year of assigned labor, students may seek positions of their choice by filling out a Job Preference Form. Providing there is a vacancy and no extenuating circumstances, returning students will be allowed to work in the job of their choice the following school term.

Students are evaluated at the end of each semester by department heads and any faculty or staff members directly involved with the

operation of the individual departments. A rating scale to show different degrees of performance is applied to the following criteria in determining an overall work grade: attitude, initiative, creativity, mastery of job skills, co-operation, responsibility, dependability, efficiency, productivity, and care of materials and equipment. Each student receives an overall work grade of either outstanding, satisfactory, or unsatisfactory which becomes part of his/her permanent record. Outstanding workers in each department are recognized with a certificate or plaque presented at the spring Honors and Awards Banquet.

Types of campus jobs cover all areas of the College operation. Students participate in building maintenance and groundskeeping activities; provide clerical work and assistance in the library, faculty, departmental, and administrative offices; prepare, serve, and clean up after meals; participate in the operation of student oriented activities and services such as the operation of the student center, student store, bookstore, and the intramural and varsity athletic programs. The five departments that employ the largest number of student workers are the Dining Hall/Kitchen, Campus Maintenance, Library, Student Center/Bookstore, and Intramurals.

The most unusual student work assignment is associated with the Christmas Pretties Program. The College collects Christmas presents (locally called "pretties") from all over the country which are given to needy children in the mountain elementary and day-care schools in Kentucky. Students sort, wrap, address, and distribute the gifts to each school in time for traditional Christmas programs preceding the holiday vacation.

Based on Admissions Office information, the availability of the student work program is a successful student recruiting tool. Both parents and students alike appreciate the opportunity for student labor to help defray the costs of a college education.

Financing: Student jobs are available to all students and there is no requirement of a student to present evidence of need to receive a work assignment of five hours per week. Students must demonstrate evidence of financial need in order to receive a work assignment of more than five hours up to a maximum of ten hours per week. All students are paid at the prevailing minimum wage rate which is currently $3.35 per hour.

Of the total student work program budget the institutional share is 63% and the federal government share amounts of 37%. For fiscal 1981-82, the total college work-study budget was approximately $209,000 of which approximately $76,800 was provided by the federal government.

This percentage appears to be changing in that for the 1982-83 school year, the institutional share rose to 69% when the government share declined to 31%. The total amount for 1982-83 is $251,205.

The student work program is an important part of the College's fund-raising program. Because of the demographics of our student body and the particular region we serve, alumni support does not constitute a significant part of gift income and is usually undesignated.

BEREA COLLEGE

Student Labor Program

A definition paper for the College Student Work Programs Leadership Conference, Berry College, Mt. Berry, Georgia; October 4-5, 1982

Berea College was founded in 1855 as a Christian, nonsectarian, abolitionist educational institution with a work ethic. Its special nature and purposes are expressed in seven "Great Commitments of Berea College":

*To provide an educational opportunity primarily for students from Appalachia who have high ability but limited economic resources.

*To provide an education of high quality with a liberal arts foundation and outlook.

*To stimulate understanding of the Christian faith and to emphasize the Christian ethic and the motive of service to mankind.

*To demonstrate through the Labor Program that work, manual and mental has dignity.

*To promote ideals of brotherhood, equality, and democracy, with particular emphasis on interracial education.

*To maintain on our campus and to encourage in our students a way of life characterized by plain living, pride in labor well done, zest for learning, high personal standards, and concern for the welfare of others.

*To serve the Southern Appalachian region primarily through education but also by other appropriate services.

Today Berea serves 1500 economically less advantaged students in a liberal arts program with several professional specialties as well as majors in arts, humanities, science and social sciences. Only students with financial need are accepted and the cost of education (tuition) is entirely paid for each student from grants, college funds and work. The College Catalog states:

"Every student holds a part-time job in some aspect of the college's operations. Satisfactory completion of the labor assignment is as much a college requirement as is academic work. For this each student is paid both directly in cash, and indirectly through a labor grant credited toward the cost of education."

"The concept of work-learning is basic to the philosophy of Berea College, where the educational program is a life experience that includes the performance of work. Student labor has been a part of the Berea Program since 1859, and is essential to virtually every aspect of the operation of Berea College. It is central to the financial aid program for students, the economics of the college, and the social and educational experiences of the student."

History

Although work has always been part of the Berea experience its forms have evolved over the years. Starting as an expression of the work ethic it soon became an es-

sential means of financing for students and a way of providing labor for the growing institution. As the real and potential training and career development values became clear, new student industries were established such as printing and woodcraft. The social implications of a "working" college community and the educational benefits were brought into focus in 1914 when the work program became mandatory for all resident students and a Dean of Labor was appointed. Later, the work "requirement" (or preferably "opportunity") was extended to nondorm students so all students participate as a condition of enrollment. The college has been so attuned to students as the basic source of manpower that for years all nonacademic, nonstudent workers were called "emergency workers." They were to remain only until a student could be found (some have now been on the payroll for 40 years).

Because of its student industries, utilities and outreach programs the college now employs about 400 nonacademic workers as well as 1500 students. A few student workers are assigned to community agencies and occasionally an internship is arranged away from campus but the vast majority work in college departments, industries and services.

Operation

The Dean of Labor position remains as the leader of the Student Labor Program but the position has been expanded to include student life, student industries, farms, financial aid, nonacademic personnel and related functions under the title of Vice President for Labor and Student Life and Dean of Labor. This position is a corporate office, serves on the Administrative Committee and reports to the President. An Associate Dean for Labor and Financial Aid and a Career Development Coordinator carry out the operational aspects of the work program with a strong student staff. Making financial aid subsidiary to the labor program and incorporating the placement function into it have been important in the program's strength.

Student labor supervisors are persons in all departments who employ student workers. Supervision of students is part of their job descriptions and they form a body called the Labor Conference which elects members to college committees, discusses policies and procedures and is a forum for program development. Major student labor supervisors are members of the General Faculty of the college. The College Faculty is limited to academic teaching staff and college officers. Student supervisors are a very important part of the program and are also members of the Labor Conference.

The present 10-hour weekly minimum work requirement was established in 1917. Students may work up to 15 hours and additional hours may be contracted with the approval of academic, labor, and financial aid offices. Incoming freshmen are given specific assignments for one year. Upperclassmen seek their own assignments from the listing of over 1,600 positions published each spring. Contracts are signed with labor departments for an academic year.

Students are expected to select labor assignments of increasing skill and responsibility as they progress through college. Beginning at $1.15 per hour, students may receive up to $2.35 per hour during academic terms because of length of service, meritorious performance, and promotion to higher level assignments. Direct payments through the labor program amount to approximately $1,375,000 per year. They do not represent the full benefit that students receive, nor do they reflect the full value

of student services. In addition to the direct payments, labor grants credited to the cost of education total over $2,350,000 per year. Other grants and loans are available to students with financial needs beyond those provided for by the labor program.

Through work experience, students are expected to develop good work habits and attitudes, gain understanding of their own skills and interests, exercise creativity and initiative, and develop responsibility and confidence. Students are accountable for meeting work schedules, fulfilling contracted hours, and performing according to standards and needs of their labor departments. Each student is evaluated each term and builds a record of performance during his years at Berea. Upperclassmen sometimes advance to positions involving management and supervision, where they learn qualities of leadership, standard setting, and an understanding of values and human relationships vital to professional achievement. An annual Berea College Labor Day in the spring each year celebrates the labor program and provides an opportunity to recognize and reward outstanding performance.

Specific jobs range from routine clerk to skilled computer programmer, photographer, or teaching associate; students direct campus intramural athletics and a children's recreation program in a nearby community.

Some of the larger departments are: Woodcraft, 60; Library, 87; Food Service, 133; Boone Tavern Hotel and Dining Room, 149; and Residence Halls, 156.

Perhaps the most unusual assignment is with the ANTS - a crew of students that serve as the special forces unit of the labor program. They respond to peak and special needs with a "We can do anything!" attitude that finds them refinishing furniture, doing inventory, serving meals, meeting guests at the airport and stuffing envelopes. ANTS stands for "Any Non Technical Service" and there is no charge for their service. They are funded by the labor program and they have saved the college many dollars in avoiding higher personnel costs, physical plant charges and contract labor costs.

While student complaints about the labor program and their particular assignments are not unknown, almost all students have a cooperative and appreciative attitude. It is an important recruiting tool for those students Berea chooses to serve.

Financing

The student labor budget for direct payment to students is approximately $1,400,000 per year. About half of this is supported by federal CWSP funds although close to 80% of Berea students are CWSP eligible. The balance is financed by income from the industries, student fees paid for board and room (for student labor in those departments) and general college funds. Some of these general college funds come from federal and state financial aid grants received by students and paid to the college through the "Cost of Education Program" similar to tuition, but most general funds come from endowment earnings and current gifts. The student labor program is a significant reason that giving to Berea is attractive to donors. Current gifts specifically earmarked for student labor for 1981-82 were $128,359; and accumulated endowment funds for student labor were recorded as $2,267,000 as of June 30, 1981. Since student labor is an integral part of the Berea program and our development effort, it is impossible to categorize most endowment or current gifts as responding to any particular part of the total program of Berea. Alumni giving for 1981-82 totaled $733,045 with no designation for student labor.

8/82

BERRY COLLEGE Student Work Opportunity Program

A definition paper prepared for the College Student Work Programs Leadership Conference held at Berry College on October 4-5, 1982, under the sponsorship of the Mott Foundation.

INSTITUTIONAL HISTORY AND PHILOSOPHY. Berry College was founded on January 13, 1902, as the "Boys' Industrial School" by Martha Berry, a pioneer in education who became interested in opening new opportunities for young people from the Piedmont-Appalachian rural areas of northwest Georgia and surrounding regions. Her aim was to meet the needs of the worthy boys (and later, girls) of the rural South who were in poor financial circumstances. These needs were to be met through academic education, cultural and spiritual influences and education in work.

The work aspect of Berry's educational program had a threefold purpose for the student. It served to give the student an opportunity to earn his or her way through school, trading necessary labor for education. It taught the student a respect for honest labor and imparted an understanding of all who work. Finally, it instructed the person in various skills.

Work, therefore, along with religion and academic studies, was an essential part of the founding philosophy of Berry. It also served to help Berry build itself through its own bootstrap effort, as students helped to farm, construct buildings and create a more self-sufficient community. The work skills taught, and the attitudes instilled, made Berry graduates more valuable citizens.

In forty years Berry grew from a school with a handful of students to a four-year college with 27,000 acres. During this growth period and subsequently, its work program was in transition. The increase in equipment and operations of the institution required changes in student work policies as Berry balanced the threefold nature of the work program. Meanwhile the nation's economy fluctuated from inflation to depression, through two World Wars, and the work program was called upon to help Berry cope with these external pressures. Finally, industrial technology and changes in the South were moving the region from a rural economy to an urban-industrial economy.

Major shifts took place in the work program when Berry decided to make its work program voluntary. Berry was a private college, steeped in the private enterprise philosophy, and dedicated to American values. The principle of freedom of choice of occupation was fundamental to the free economic system. If the college were to prepare its students for this environment, it should "practice what it preached."

Management of a voluntary work program would not be easy. The name was changed to Work Opportunity. Salaries were paid directly to workers. They could spend the money as they wished. While work was no longer a requirement, Berry stressed the importance of work to its students on every occasion.

Departments and offices were required to justify all student work assignments to be sure that no "featherbedding" was done. Students who elected

to work were made aware that they could lose their jobs for poor performance. The essential risk/reward nature of private enterprise was brought into play in the new work opportunity program.

OPERATION OF THE PROGRAM TODAY--MARKETPLACE THRUST. The private enterprise thrust of the program has created some advantages, hardships and complexities. It is a "market place" operation with a shortage of workers when economic times are good and a shortage of jobs when times are poor.

While Berry wants all students to have work experience, it also stresses that their work must be done well and that their jobs are vital to the institution. Thus, the program is always in dynamic tension between the desire to instill work experience and the need to have good workers.

Today's economic recession makes jobs harder to find, both on and off campus. So Berry is pushing hard to find new job opportunities and additional cooperative work opportunities. The academic program at Berry is also pushing students to higher levels of excellence and competes in the time-marketplace against the work program. The student quickly learns to manage time well.

The difficulties of a free enterprise program are worth the effort. Approximately 90 percent of the students at Berry work (at various times) in the on-campus program.

MANAGEMENT. Management of the program is carried out by a full-time director of work opportunity who matches students' skills and availability with jobs, trains supervisors and seeks new job opprtunities. A total of 120 different jobs are accomplished by student workers. While many are similar in type of work provided students, each has its own requirements and skill needs. The work opportunity office maintains and updates job descriptions, and attempts to match students to the proper jobs, much as an employment agency.

Management policies provide that all students living in the dormitories be given work opportunities if they desire and accept the job assigned. Also, students with established financial needs are given certain priorities in work opportunity, in coordination with the financial aid office of Berry.

FINANCING. The total earnings of college students on campus during the academic year 1981-82 was $1,272,916. This payroll is financed primarily by endowment earnings and gifts. Approximately $198,530 is provided by federal CWSP funds. The alumni contribute substantially to the program, with 62% of the alumni gifts made in response to appeals for the work opportunity program.

Students are paid by the hour, with the average pay being $2.91 per hour. This figure results from a mix of CWSP workers at full minimum wage rate, some workers at incentive rates and the majority at a student rate 85% of the minimum wage. While the rate is lower than the marketplace off campus, students are offered jobs to fit their academic schedules, without need for transportation. Also, the community does not provide enough jobs to meet student needs.

OPERATION. The director of student work opportunity reports to the industrial manager who reports directly to the president of the college. The director and supervisors carry out the operational aspects of the program.

Students apply for jobs each quarter at the office of work opportunity and are interviewed there, and also by the supervisor of the department to which they may be assigned. Their work performance is monitored periodically by the work opportunity office, and supervisors furnish performance evaluations.

Many departments teach specific skills, while others require immediate skills. For example, in approximately twenty academic departments and offices, supporting a variety of professors and specialities, excellent typing skills are essential. Thus, a typist in the Foreign Language office should understand at least one additional language, the student secretary in the Mathematics department office should know some math, and various laboratory assistants must be qualified in their fields.

The Berry tutorial program is a work opportunity function. Well-qualified students are paid to tutor other students. In contrast, many maintenance jobs are opportunities for students to learn new skills, such as electrical repair, plumbing and painting. Some students coming to Berry have never worked, and the work opportunity program provides their first job experience in an environment conducive to learning.

OFF-CAMPUS WORK AND COOPERATIVE WORK. Potentials for new growth in Berry's work program lie in development of cooperative work programs with business and industry and with additional, well-supervised, off-campus jobs. A full-time placement director at Berry has charge of these two functions, and the success of these additional programs enhances the work opportunity program.

INTERESTING OCCUPATIONS. Oak Hill, Martha Berry's ancestral home and the Martha Berry Museum and Art Gallery, operated as a historic attraction with museum and guided bus-tours of the campus...Berry's own water system with mountain-lake water for the entire community...a handicrafts shop...food services, college shops, janitorial, grounds crew, garbage collection... agricultural areas, including the Rollins Beef Research Center, the pure-bred Jersey dairy herd and beef cattle herd and meat processing and farming...forestry and logging operations...the library and media center...electrical, carpentry, heating/air conditioning, welding, plumbing and painting...an auto shop...operating and programming computers...teaching assistants in the science and reading labs and in early childhood and physical education instruction, etc...the post office. In fact, Berry is a complete community, virtually a small city, and students help provide all services.

Berry College, Mount Berry, Georgia
September 1982

Bethune-Cookman College
Daytona Beach, Florida

STUDENT WORK PROGRAM

The student work program at Bethune-Cookman consists of the College Work-Study and College Work Aid Programs.

COLLEGE WORK-STUDY PROGRAM

This program was established at the College in 1965 and is 80% financed by the Federal Government and 20% by the college and off-campus employers. Our program provides employment as a source of financial aid for students demonstrating financial need. The students are selected primarily on the basis of financial need and not aptitudes or skills. While we try to match the department's request with the student's abilities, it is not always possible to assign students trained in specific skills.

Whenever practical, we try to provide meaningful work opportunities that will ultimately enhance the participant's education. Through this program, students in financial need are given an opportunity to broaden their work experience and develop their skills, maturity, and responsibility.

COLLEGE WORK AID PROGRAM

This program is financed entirely by the college for on-campus employment. Each department does its own hiring in this program as far as its Work Aid budget will permit. Participation in this program of course is afforded to that student who is not able to participate in the College Work-Study Program.

Unlike the College Work-Study Program, the College Work Aid Program does not assess financial need as a primary consideration in the selection of students. Although financial need is given some review, students are selected to a higher degree on the basis of their aptitudes or skills. As a result the College Work Aid Program provides in many instances services that otherwise would not exist at the College.

BLACKBURN COLLEGE

WORK PROGRAM

History

Blackburn College's work program was established in 1913 for the purpose of making a college education accessible to well-qualified students who would not otherwise be financially able to obtain a college degree. It was managed for economic efficiency by paid professionals, and the academic schedule was organized to provide blocks of time for students to work. At that time most of the essential services outside of the academic sector of the College were performed by students, and when students were not present the College was actually closed down.

The work program has continued to be mandatory at Blackburn since 1913; there have been, however, fluctuations in the number of hours of work required of students, as well as significant changes in the operational management of the program. Currently all resident students are required to work 15 hours per week; part-time and commuting students are not given the opportunity to participate. The work program has evolved into a student managed program and one which attempts to provide an enhanced educational experience through work, in addition to providing a lower cost education to the student. Current emphasis on the educational and career aspect of the work program is in keeping with the College's statement of purpose: "The College encourages the student to think critically, logically, and creatively; to use verbal and mathematical forms skillfully to communicate with others; to understand one's self and one's potentialities as a distinct and independent person and as a responsible participating member of the community. . ." The College's Board of Trustees has continuously reaffirmed its position in support of the work program as an integral part of the Blackburn experience. As evidence of that support, a standing subcommittee of the Board of Trustees has been established to provide ongoing review of and support for the work program.

Operation

Blackburn College's Work Program is student-managed. Each year two general managers, one male and one female, are selected. It is their responsibility to oversee the activities of the "Work Committee" which consists of ten departmental managers, all of whom are students. The "Work Committee" has available to them two advisors, but the "Work Committee" members are responsible for the operation of the program. The Dean of Administration oversees the Work Program in its entirety and is responsible in that regard to the President and the Board of Trustees.

Returning students are given the opportunity to apply for and obtain jobs which they would prefer to hold during the academic year. Before the end of the Spring semester, students complete data sheets which serve as applications for jobs. The departmental managers and their student supervisors select those students whom they desire to have in their departments, based upon the applicant's previous work experience and performance in prior jobs on campus.

Blackburn College
Work Program

Blackburn's Career Development Department coordinates an institution wide effort to assist students in clarifying their career goals and coordinating those goals with opportunities available in the work program, thereby generating compatible skills and work experience. Upper classmen work assignments can almost always be coordinated with the student's academic and professional interests. However, during the first year at Blackburn, new students are placed in jobs according to College priorities. This placement is aided by a preference sheet questionnaire which is completed prior to the student's arrival on campus. The questionnaire collects information regarding previous work experience, interests, skills and job preference. An effort is made to place new students in departments of their choice; however, since returning students apply for and obtain jobs during the previous semester, new students are placed in the remaining positions. Job assignments are made by the student managers. As a part of the budgeting process, the "Work Committee" also makes recommendations to administration regarding the allocation of student labor among its various uses. Labor hours are, however, budgeted in the same fashion as any other campus resource.

Students are formally evaluated at least once a semester on their participation in the program; in most instances informal evaluations are done almost daily. Workers are evaluated by other students, in most cases their immediate supervisor and/or departmental manager. Evaluation is based upon the student's reliability, quality and quantity of work, care and handling of equipment, initiative and cooperation. The student managers are evaluated by the other members of the committee, the advisors to the committee, and the Dean of Administration. Student workers who are evaluated as consistently doing more than is required of them to complete the assigned job with a positive attitude are designated Honor Workers and recognized at an annual awards banquet along with a special certificate.

The Blackburn College work program provides labor to build and maintain the physical plant, to meet the daily needs of members of the Blackburn community and to support the academic program. Students construct buildings, maintain and renovate buildings, operate the janitorial services, the food service, bookstore, student center snack bar, and serve as office workers and faculty assistants. The five areas using the greatest number of student workers are academic services (faculty assistants and secretaries, athletic trainers, and workers in the library, writing center, and language lab), special services (switchboard operators, theatre assistants, laundry workers, and office workers), campus maintenance, dining hall services, and new construction.

Students at Blackburn actually do new construction work, even though the majority of them have no previous experience in the field. Recently a swimming pool was built by student labor, under the management and supervision of students. All departments have an advisor, and in areas which demand a high degree of technical knowledge the advisor performs a dual role: giving advice to the student manager on matters of personnel and departmental organization and having the responsibility and authority for decisions pertaining to the technical aspects of the job being done. The advisor may permit technical decisions to be made by the student manager if those decisions lie within the competence and technical skills of that manager. In all cases the student manager has the responsibility, authority, and accountability for the personnel management of the department.

Blackburn College
Work Program

Each spring a new 12-member "Work Committee" is chosen by the members of the incumbent Committee, student advisory representatives from the respective departments, and the work program advisors. Students interested in being considered for management positions apply to participate in a "Work School" which is held early in the spring semester. Academic credit is not given for this course, although released time from work is provided for selected applicants. In these classes, students receive management training involving such topics as communication, program organization, leadership, problem solving, motivation, and supervision. At the completion of the course the applicants complete analyses of the departments which they wish to manage and give their plans for the operation of those departments during the next academic year. The applicants are interviewed and are evaluated on the basis of their departmental analyses, their planning, their performance during the five-week course, and their past work records.

There is no doubt that the availability of the student work program was an enormously successful recruiting tool prior to the advent of large scale government financial assistance programs. It is our belief that as long as large scale student assistance programs are available, a mandatory student work program must offer a student more than simply cost saving in order to be a successful recruiting tool.

Financing

Blackburn students are not compensated directly for their participation in the work program. The financial benefit is received in the form of lower total cost of attendance. There is no hourly pay scale established; however, students are charged for undertime hours and compensated for a limited number of overtime hours at the rate of $4.

Throughout the program's history, student financial need has not been a factor in student work program participation. Every student, irregardless of family circumstances, is expected to work 15 hours per week.

Blackburn's work program does not make use of college work-study funds, nor is it funded directly by any public or private source. Sporadically, attempts have been made to make the student work program a focus for fund raising; however, this has never been seriously promoted and its success is not easily determined. No support for the student work program is designated from alumni giving.

RLC:dmc/8-30-82

BLUFFTON COLLEGE

Definition Paper
for
College Student Work Programs Leadership Conference
October 4-5, 1982

History of Work Program

Throughout the 82 year history of Bluffton College students have constituted a major work force on campus. They have cleaned the buildings, served the food, delivered the mail, assisted the faculty, and carried out many other important activities of the College. Although the contributions of the student staff have been essential to the operation of the College, the work program has not been viewed as an integral part of the educational programs of the College. Until recently we have not emphasized the program in our literature or in our admissions efforts; we have simply provided a brief description of the work program in the College Bulletin with an explanation of the procedures for locating a student job.

This past academic year (1981-82) the Board of Trustees adopted a comprehensive plan to strengthen and expand the student work program. As a part of the plan two goals were established. First, at least 50 new student jobs are to be created for the 1982-83 academic year. Second, beginning with the 1983-84 academic year we want to be able to guarantee a job for (a) all new students who want to work and (b) any upperclassman whose previous job performance has been satisfactory. In addition, a director of the work program (now called the Learn and Earn Program) has been designated to coordinate the total work program with particular emphasis on strengthening the process for selecting, training, supervising, and evaluating student staff. A key element of this program is "personnel development," i.e. facilitating student growth by developing specific job-related skills, developing skills in relating to others in a work setting, and developing supervisory and leadership skills.

This past year approximately 40% of our students held standard work contracts and many others worked on an "as needed" basis. Because of the new program we project that about 50% of the students will have standard work contracts in 1982-83, and in subsequent years an estimated 60-70% will work on campus. A check of the May, 1982, graduates reveals that 63% of the students had worked on campus at some point during their enrollment at Bluffton.

Operation of Program

Until recently there has not been one person designated to supervise the total student work program. The Associate Director of Financial Aid who reports to the Dean of Student Affairs has served as a broker for student jobs, i.e. students who desired jobs applied through his office and supervisors worked with him to select students. Student contracts have been handled by the Financial Aid Office and students have been paid through the Business Office. With the implementation of the Learn and Earn Program there is now a Director responsible for the entire work program who will report to the Dean of Student Affairs.

Most student workers are supervised by the person responsible for the area where the work is being done. For example, the Athletic Director supervises the student janitors in the gymnasium. Faculty or staff supervisors are evaluated annually through the regular College evaluation process. The students who serve as supervisors are usually selected for these positions because of previous work experience. There is no systematic evaluation of the student supervisors.

In general, the supervisors determine the process for selecting students to work in their respective areas. Initially, all students must submit an application to work on campus. Some supervisors review the applications and select students solely on the basis of the applications. Other supervisors interview candidates and make a decision on the basis of the interviews. Still other supervisors establish an extensive selecting process which may involve interviews, a demonstration of skills, and additional application forms.

In the Spring all supervisors have been asked to complete a rather routine evaluation of the students under their supervision. This evaluation is placed in the "official record" and is available to other supervisors who may be interested in hiring a continuing student worker. Other than this annual review the on-going evaluation of the student work force is somewhat uneven. There are a few examples of excellent evaluation techniques and more examples of less than adequate evaluation processes. There is no formal process for recognizing outstanding work performances although it is clear that outstanding student workers get the "prized" positions because the quality of their work is readily apparent on our campus. As stated earlier, we recognize the need to upgrade our evaluation process and this is an integral part of our new program.

There are approximately 20 categories of student jobs and the responsibilities vary greatly within these categories. Six departments employ 20 or more students: Food Service - 50; Building Janitors - 50; Academic Departments - 40; Residence Hall Staff - 21; Library - 20; and Athletics - 20. Although there are no positions that are particularly unusual, it should be noted that we do employ women trainers for the football team and students serve as the security force on campus.

We have begun to publicize the Learn and Earn Program and believe that it will attract students to the College. Early indicators suggest that the availability of a job will make a difference for many prospective students and their families.

Financing of Program

The majority of students holding campus jobs work eight hours a week and are paid the minimum hourly wage (3.35/hour). Some exceptions are the students working in food service who work ten hours a week, some student supervisors who earn more than the minimum wage, a few students who hold two positions, and the resident advisors who receive 10% more than other student workers. All of the students are paid on the 15th of each month and they may elect to have the check applied to their bill. Only four students (residence hall staff) receive a combination of free room and/or board as partial compensation for their work.

It is not necessary for a student to present evidence of need in order to be selected for a job. Although it is true that we make an extra effort to provide financial aid, including work opportunities, for our neediest students, there is no pressure placed on supervisors to employ students with need. In fact, in most cases the supervisors are unaware of the financial circumstances of student applicants.

Of the 1981-82 budget for the student work program about 32% came from the federal college work study program. Because of the increase in student positions for next year and an anticipated decrease in CWSP funds we expect that the federal portion of the student work budget for 1982-83 will be 25%. Up to this point we have not used our work force as a focus for college fund-raising nor have we earmarked a portion of contributions for the program. We do plan, however, to pursue outside funding for the Learn and Earn Program because we believe that friends of the College will find it consistent with the heritage of Bluffton College and the kind of program they will want to support.

Cooperative Education At LeMoyne-Owen College: One Example of A Mandatory College Student Work Program

by
Charles Bailey, Cedric Rice, and Penny Woods

October 4-5, 1982
College Student Work Programs Leadership Conference At Berry College

HISTORY

Cooperative Education is central to the purpose, philosophy, and mission of LeMoyne-Owen College. This program was introduced as an optional program at the college in 1971 and became a mandatory program in 1975. The Cooperative Education Plan entails an alternating pattern of two trimesters on campus classroom study to one trimester of off-campus professional job experience, with pay, in a field of work usually related to the student's degree major.

The college's Purpose, Philosophy, and Mission Statement describes how cooperative education is inextricably interwoven into the fabric of the institution. This statement decribes LeMoyne-Owen College as a four year, coeducational, private college organized on the Cooperative Education Plan to offer programs of study leading to the bachelor's degree. It further states that the purpose of the institution is to provide its students a higher education which combines a balance between in-depth learning in the liberal arts and sciences with career preparation in a variety of professional fields.

The college's published statement discusses the relationship between the two aspects of its purpose--liberal education and career training in the following assertion. Liberation of the human mind is the business which LeMoyne-Owen College is all about. While the two aspects of the college's purpose--liberal education and career training--are not in competition, the urgency of earning a living can obscure the equally urgent question of what sort of life is worth living. A liberal education is one that makes life worth living by making man free. The college attempts to contribute to the total liberation of its students by providing means of both intellectual and economic emancipation.

The mission statement also expresses the centrality of cooperative education to the institution's expectations and directions. Sensitive to the challenges imposed upon us by a world of change, LeMoyne-Owen College has as its mission the development of men and women to accept full responsibility in the democratic society. This mission is shaped by the conviction that the verities of the Judeo-Christian heritage combined with a viable Cooperative Education Program and a relevant curriculum will enhance and fortify students for meaningful participation in life:

1) By preparing them for contributions to the world wherein they live today and tomorrow with demonstrable competence in academic areas;
2) By developing them for successful careers, offering job experience before graduation, in fields relating to their career goals,
3) By encouraging in them the spirit of free inquiry so that they may adjust and readjust in a rapidly changing society; and
4) By seeking to instill in them an appreciation of man's creative activities and to develop that free imagination necessary to all intellectual development.

OPERATION

LeMoyne-Owen College has two student work programs: (1) College Work Study and (2) Cooperative Education Work Experience. Our review of LeMoyne-Owen College's student work program has been limited to the Cooperative Education Work Experience component. The Cooperative Education Work Experience Program is one of four major activities in the Career Service Center. The other three activities are: (1) Graduate Alumni Placement, (2) Career/Vocational Counseling, and (3) College Cluster Program. The Director of the Career Service Center is also the Director of the Cooperative Education Program. This person reports directly to the Academic Dean.

A Cooperative Education Agreement is signed by the Cooperative Education Job Developer and the Cooperative Education Employer. This agreement specifies the supervisor for the Cooperative Education Student and how and how often evaluations will take place.

A student is assigned a Cooperative Education job by the Cooperative Education Career Counselor. The student is assigned to a particular Cooperative Education Plan--A, B, or C. Based on the Plan, the student would be expected to work in the Summer, Fall, or Spring. The student, to be placed on a particular job, must have a 2.00 cummulative average, pass an interview with the Cooperative Education Counselor, pass an interview with the employer, and be recommended by his/her academic advisor. The student is assigned interviews for employment positions according to his/her academic major and the job descriptions or company needs. The employer usually interviews more than one student and selects the student he/she believes is best suited for the position.

Students who excel on their Cooperative Education Work Experience jobs are highlighted in the college's weekly publication "The Messenger." Additionally, an annual award is presented to an outstanding cooperative education student during Career Day activities. The Carolyn Wright King Award, named in honor and memory of our job developer, is an extra incentive for our students to put forth their best effort while on Cooperative Education assignments.

Cooperative Education Work Experience students are employed in a variety of preprofessional positions in business, industry, and government. Many students have earned opportunities as Manager Trainees, Air Traffic Controllers, System Analyst, Researchers, Newspaper Reporters, Caseworkers, Laboratory Assistants, etc.

On campus with our Student Work Study Program, student find jobs as: general office workers, library assistants, dietary helpers, keypunch operators, maintenance workers, etc. The departments employing most Student Work Study personnel are: Physical Education, Copy Shop, Financial Aid Office, and the Book Store.

A large percentage of students attending LeMoyne-Owen College are eligible for Federal Financial Assistance. Therefore, the College Work Study Program and the Cooperative Education Program are important to the student as he/she develops his/her financial aid package. Because of need, a high percentage of students participate in both programs. Cooperative Education is a major recruiting tool at LeMoyne-Owen College, because students are interested in working and earning monies to defray some of their college expenses. This has enhanced student interest in LeMoyne-Owen.

FINANCING

Cooperative Education Work Experience students are paid by the employer for their work. The salary is usually based on the nature of the duties and responsibilities of the job assignment but not less than the federal minimum wage scale.

Since Cooperative Education Work Experience is mandatory for all students at LeMoyne-Owen College, all students are given ample opportunities to secure jobs. Prior to a student being placed on a Cooperative Education Work Experience job, the student must: (1) have been in residence at LeMoyne-Owen College for two trimesters; (2) have a 2.00 ("C") or above grade point average; (3) pass interviews with the campus Career Counselors; (4) pass interviews with the prospective employer; and (5) be recommended by his/her academic advisor for cooperative education work experience.

The Cooperative Education Work Experience Program is an agreement between the College and employers (government, business, industry, etc.). The administration of the Program has received several government grants, however, it is currently totally funded through by the College.

This program has not been used generally as a focus for College fund-raising. Alumni giving has not been targeted for support of the Cooperative Education Work Experience Program, however, alumni are contacted in cities where students have been placed. They have assisted in locating housing for the Cooperative Education Work Experience students.

DEFINITION PAPER

OF

OAKWOOD COLLEGE WORK PROGRAM

Huntsville, Alabama

HISTORY

Oakwood College is the outgrowth of the Oakwood Industrial School founded in 1896 by the General Conference of Seventh-day Adventists. After a number of years of successful operation, the name was changed to Oakwood Manual Training School. In 1917, two years of college work were offered, and the school was known as Oakwood Junior College. In the spring of 1943, another forward step was taken by the institution when it was advanced to the status of a senior college. Since that time it has been known as Oakwood College. In 1964, Oakwood College became a member of the United Negro College Fund.

The institution is owned and operated by the General Conference of Seventh-day Adventists as a college for Christian higher education. Oakwood College is accredited by the Southern Association of Colleges and Schools and is approved by the Seventh-day Adventist Board of Regents.

Oakwood College is located five miles northwest of the heart of the city of Huntsville, a cosmopolitan city located in the north central portion of the State of Alabama and nestled in the beautiful Tennessee Valley at the foothills of the Appalachia Mountains. It has a population of 160,000.

The mission of Oakwood College can be expressed in six general goals: spiritual, intellectual, cultural, personal adjustment, vocational, and physical. Vocationally, Oakwood College provides courses which will impart skills and knowledge in certain vocations best suited to the students' interests and aptitudes, while teaching them the dignity of labor through provisions of on-campus work opportunities and courses which provide field experiences which aid in their choice of a vocation.

Today, Oakwood College, (1,400 students strong), offers 1,200 students jobs each quarter. Students were paid in credit and cash over $1,800.000 during the 1981-82 school year. In order to accommodate this large working force, an office of student employment is opened daily from 7:30 a.m. to 5:30 p.m. This office coordinates all student jobs and monitors results in terms of performance and pay. Nearly 90% of the student body work on campus, and about 10% work in our off-campus work program. Eighty-five percent of the graduating class of 1982 served in a variety of these work programs.

OPERATION:

Directing the office of Student Employment which was established in 1978, is Mrs. Minneola L. Dixon, who reports to the Vice President of Financial Affairs. She provides direction to a small office staff, mostly students, who assists students with job information, job counseling, job placement, and wage information.

To the best of its ability, the College makes an effort to provide students with jobs; however, it cannot guarantee work to a student even though his application may have been accepted on a plan calling for an approximate number of hours of work per week. Some students choose class schedules with classes so scattered that a reasonable work program is impossible. Some are physically or emotionally unable to work. Others for various reasons, fail to meet work assignments. It is the responsibility of the student to render acceptable service to his employer. The class schedule is important to the work schedule. Because a new class schedule is arranged each quarter, students are advised if they have to work to let their faculty advisor know so a large block of work time can be made available. Most industrial and service departments hire on the basis of large block time available. Therefore, it is important that the student plan his work schedule so that he has block hours to satisfy a work supervisor's needs. Freshmen arrange afternoon hours for work and upperclassmen arrange morning hours for work.

Student workers are supervised by department heads in four campus divisions: Academic, Administrative, College Industries, and Student Services. These supervisors are hired and evaluated by the College. Training is provided by professional workshops held on campus and in other training sessions off campus.

Also, a limited number of student supervisors are employed to aid in our endeavor to cut cost and provide valuable temporary work.

Evaluation of student performance is done by each supervisor once a year and/or at the time of a rate increase. Each student is observed very closely during the year to determine job fitness and job readiness.

Seventy-five different types of jobs are offered to students in ten different key occupational families. The departments employing the largest number of students are:

1. Physical Plant
2. Cafeteria
3. Library
4. Grounds
5. Inner College

FINANCING:

Variable rates, ranging from $2.85 to $3.50 per hour, cash to the student in the amount of between 10-50 percent, certain jobs paying higher rates, and bonuses for good performance are now available to the Oakwood College student. Cash bonuses are given at the end of the school year for consistent work habits.

The student is permitted to work an average of twelve hours per week. Some students, based on their award from the Financial Aid Office, may work more or less. The average yearly award is $1200.

An annual student work contract is issued to the student in the Fall Quarter and is binding upon the student for the entire school year. This annual contract provides stability and permanence to the department head and give the student worker a special bonus at the end of the school year if work is performed consistently and satisfactorily.

Twently percent of the student employment work program is underwritten by federal college workstudy grants. The institution supplies the other 80%. There are no other funds from private or alumni sources for student labor.

The College takes a strong position on the labor/learning concept and declares itself to continue its tradition in providing hours in each day whereby a student may devote to active labor.

Minneola L. Dixon
Director of Student Employment
Oakwood College

OFFICE OF THE DEAN OF STUDENT AFFAIRS
TUSKEGEE INSTITUTE
ALABAMA 36088

September 14, 1982

THE WORK-STUDY PROGRAM AT TUSKEGEE INSTITUTE

History.

The College Work-Study Program, while not currently central to the mission of Tuskegee Institute, has been recognized as an important part of our efforts to serve as a center for comprehensive educational services with emphasis on career-oriented undergraduate training.

Student work-study has never been mandatory; however, it has been encouraged throughout Tuskegee's history. In 1935, a group of faculty visited Berea College as part of their activity as a committee to establish a Five Year Plan at Tuskegee Institute. The plan, basically, was to enable a student to coordinate his work and study so that in his senior year he would have sufficient credits in reserve to allow him to finish the last year without worrying about funds.

Approximately 40% of current students have one of the various types of work arrangements available to them. These include Federal work-study, staff employment, research assistants, and residence hall assistants who work in return for free room.

It is likely that at least 70% of our students have some sort of work experience before graduating.

Operation of the Program.

The College Work-Study Program offers students an opportunity to earn part of their educational expenses. Jobs are assigned on the basis of the needs of Tuskegee Institute, as well as the ability, training, and experience of the individual student.

The program operates within the framework of four major objectives:

1. To provide work experience that is educationally meaningful and psychologically sound for the student.
2. To contribute to the maturity of the student so that he/she will become a productive citizen.
3. To relate job responsibility, whenever possible, to the student's academic program.

4. To provide employment on a part-time basis for those students with the greatest financial need.

In addition to part-time employment during the regular academic year, a student may work during holidays, semester vacation periods, and summer vacation.

The Work-Study Program is supervised by the Work-Study Officer in the Department of Financial Aid. This person reports to the Director of Financial Aid, or to the Dean of Student Affairs.

Students are assigned to the various departments requiring student employment for 15 hours per week. Student supervisors are designated by the department heads. The WSO is responsible for informing all supervisors of regulations regarding the program. All supervisors are evaluated by their department heads. The WSO interviews and makes all assignments. Students are evaluated annually by their supervisors and discuss their evaluations.

There are various types of job assignments--

Clerical/receptionists	Switchboard operators
Tutors	Food Service workers
Lab Assistants	Residence Assistants
Custodial	Library Assistants

The departments with the largest number of students are: Physical Plant, Residence Life and Development, Library, Hospital, and Auxiliary Enterprises.

The availability of the student work program is a successful student recruiting tool because it lessens the obligations after graduation.

Financing.

All student workers, except some residence hall assistants, receive cash compensation as payment for services. There is an hourly pay scale that is ranked from the minimum rate upwards depending on the level of responsibility.

Student jobs are available to all students; however, those on Federal work-study must demonstrate need.

Currently, about 75% of our work-study resources are underwritten by Federal grants. Most of these are from Title IV College Work-Study.

Our work-study program has not been used in the past as a focus for college fund-raising. There is, currently, no percentage of alumni-giving designated for support of the student work program.

WARREN WILSON COLLEGE
Swannanoa, North Carolina 28778

(704) 298-3325

DEFINITION PAPER

COLLEGE STUDENT WORK PROGRAM LEADERSHIP CONFERENCE

History

Warren Wilson College refers to itself as a community and, as such, it has always maintained that all resident students will make a contribution to the upkeep of the community through the Warren Wilson Cooperative Work Program. The cooperative work program is described in our statement of purpose as follows: "the college's purpose is to involve each undergraduate student in the organizational skills, techniques, and satisfactions to be gained through a cooperative work program."

The college was founded in 1894 as the Asheville Farm School for mountain boys. Since all enrollees were from farm families and since the Farm School was a residential experience, it was decided that all of the young boys would be expected to do different chores while they were enrolled. The number of hours of work, the pay for each hour, and variety of work experiences have fluctuated over the past 88 years but the basic purpose to the work has continued to be cooperating with one another to keep the institution maintained and teach students the dignity of work.

All full-time resident students work. This group represents 87% of the total student population. The class of 1982 had 63% participating in the Work Program during the 1981-82 academic year. No part-time students and no commuting students work unless they have exceptional skills needed for the campus or they have extensive financial need and work is awarded as part of the financial aid package.

Operation

The day to day and long term operation of the college work program is supervised by the Dean of Work. The Dean of Work reports directly to the President of the college. The Dean has a Work Council made up of six students and five faculty members and chaired by the Dean. The Work Council is reponsible for constant reviews of the Work Program with particular emphasis in the areas of efficiency, educational value, creation of new jobs, deletion of unnecessary work, fair and judicious administration, and to serve as a grievance committee.

There are currently 81 various work crews on the campus and each is supervised by an adult staff member. These supervisors are typically hired for a purpose other than supervision in the Work Program with the exception of 12 full-time supervisors that are responsible for 45% of the student labor force. The balance of the labor force is supervised by administrators and faculty. The 12 full-time supervisors are those with credentials to do a certain type of job and are then oriented to performing the task at hand with unskilled student help. Supervisors and students are evaluated by one another.

Within most work crews, students that are very conscientious, dedicated and dependable are often asked to serve as crew bosses but institutionally we do not employ students to be supervisors.

When assigning students to the various work crews, we consider the needs of the college, seniority of the student, desires of individual supervisors, the size of a particular work crew, previous skills of the students and, lastly, the preference of the

student. Once a student is assigned, the individual supervisor will evaluate the student semi-annually. Students are evaluated on the following eight categories:

Dependability	Care of Materials
Attitude	Efficiency
Initiative	Promptness
Cooperation	Quality of Work

On each of the above, one of the following categories will be selected as a measure of their level of accomplishment:

Not Applicable	Average
Unsatisfactory	Above Average
Below Average	Outstanding

Students that are outstanding workers are usually recognized as such by the entire community because of the positive results of their work. Supervisors will often submit narrative letters to be included in their permanent files and at our honors and awards night outstanding workers may be chosen to receive one of the ten work awards given annually. Finally, each graduating senior that has worked in the cooperative work program receives not only the diploma but included in the diploma folder is a certificate of achievement for work in the Warren Wilson work Program.

All features of operation at Warren Wilson involve the student labor force. The campus consists of 1000 acres of farm, forest, and campus grounds. There are over seventy buildings maintained 95% of the time by students. The college has only one professional secretary with all other secretarial work being accomplished with student labor. Five work areas that employ the largest number of students are:

College Farm	(40)
Dining Hall	(40)
Carpentry & Paint	(22)
Library	(22)
Building Maintenance	(17)

One of our most unusual work assignments is babysitting for faculty with children under the age of three when both parents are full-time members of the college staff.

According to the Admissions department, the college work program continues to be the number one attraction that freshmen list as the reason for their choosing Warren Wilson for undergraduate study.

Financing

All resident students receive room and board in exchange for their labor of 240 hours per semester. Commuting students are paid in the form of tuition credit if they are given the opportunity to work. Each student worker receives $3.35 per hour for 15 hours of work per week. This represents, after 480 hours the exact charges for room and board. Financial need is not considered in assigning students to jobs unless they are commuters and deemed eligible for the federally funded college work study program. The only other need for financial information is related to paying, from CWSP funds, those students eligible for payment under the program. All other students, not paid from CWSP funds, are paid from institutional operating funds. The total portion of federally funded student work at Warren Wilson is 10%.

All fund raising attempts at the college are directed at the total school program.

One point of emphasis is always the college work program and it continues to help in all fund raising efforts. There are very few attempts at raising money specifically for the work program and there has been minimal support for this program on its merits alone.

A recent example of this practice is our recent grant of $250,000 for the renovation of our physics building. The project was presented by the Development Office in such a way as to speak to the age and deterioration of the facility, its usefulness for the academic program, how many people would be served by the renovation, and so on. Written into the grant proposal was an explanation of our unique work program and the request that funding be granted to hire a full-time supervisor and employ upwards of fifteen students to actually do the project. The renovation was fully funded and the project has begun.